

Organisation name	PGL Travel Limited
Inspection date	15–18 August 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited PGL Travel in August 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language teaching organisation offers residential courses in general English for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, care of students, accommodation, leisure opportunities and care of under 18s.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile: multicentre

1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	August 2013
Last full inspection	August 2013
Subsequent spot check (if applicable)	May 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Activity holidays for 7 to 17 year-olds. Corporate events. Study (GCSE and A level) courses. Revision courses (GCSE and A level). Independent travellers' holidays for 7 to 17 year-olds. Ski holidays for groups. French language courses for UK school groups in France.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1957
Ownership	Name of company: PGL Travel Limited. Company number 01191534. Part of the Holidaybreak Group (company number 2305562) with Cox & Kings as ultimate holding company in Mumbai, India (number L63040MH1939PLC011352).
Other accreditation/inspection	OFSTED

Premises profile

Address of Head Office (HO)	PGL Travel Ltd Alton Court Ross on Wye Herefordshire HR9 5GL
Addresses of centres offering ELT at the time of the inspection	<p>PGL Boreatton Park Baschurch Shrewsbury Shropshire SY4 2EZ</p> <p>PGL Little Canada New Road Wootton Bridge Isle of Wight PO33 4JP</p> <p>PGL Marchants Hill Tilford Road Hindhead Surrey GU26 6RF</p> <p>PGL Osmington Bay Shortlake Lane Osmington Weymouth Dorset DT3 6EG</p> <p>PGL Windmill Hill Place Windmill Hill East Sussex BN27 4RZ</p>

Addresses of any additional centres not open or offering ELT at the time of the inspection

PGL Caythorpe Court

Caythorpe Heath Lane
Caythorpe
Grantham
Lincolnshire
NG32 3ER

PGL Barton Hall

Kingskerswell Road
Torquay
Devon
TQ2 8JY

PGL Dalguise

Dunkeld
Perthshire
PH8 0JX

PGL Liddington

King Edwards Place
Foxhill
Swindon
SN4 0DZ

PGL Winmarleigh Hall

Church Lane
Winmarleigh
Preston
PR3 0LA

PGL Bawdsey Manor

Bawdsey
Woodbridge
Suffolk
IP12 3AZ

Profile of sites visited

Windmill Hill (WH) in East Sussex opened in 2009 and covers 21 acres with a listed manor house at its centre. Teaching takes place in classrooms in the sports-hall building and the main house. There are lodge-style residential cabins accommodating four to six students per room and a large dining room. Sports and adventure facilities include a sports hall and sports pitches, lakes for raft building and kayaking, abseiling and climbing towers, archery and rifle shooting, zip wires, a heated outdoor swimming pool, a campfire area and a giant swing. There are also suitable facilities for staff and accompanying group leaders. At the time of the inspection, 133 staff were employed at WH.

Marchants Hill (MH) opened in the 1990s and its facilities have been expanded and renovated extensively since then. It is the larger of the two sites, covering 45 acres in a wooded area near Hindhead in Surrey, off the main London to Portsmouth road. It offers facilities and accommodation similar to Windmill Hill, with a separate accommodation block and dining room, Bethany House, for younger children. Lessons take place in six new classrooms in the central management and sports-hall building. At the time of the inspection more than 150 staff were employed at MH. The company has submitted a planning application to increase the residential capacity and associated facilities at MH from 550 to 800 beds.

Student profile at peak at all centres	Collated totals in peak week: Week commencing 22 July all centres
Of all international students, approximate percentage on ELT/ESOL courses	74.5
ELT/ESOL students (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	23
Full-time ELT (15+ hours per week) aged under 16	640
Part-time ELT aged 18 years and over	N/a
Part-time ELT aged 16–17 years	0
Part-time ELT aged under 16 years	0
Overall total of ELT/ESOL students shown above	663
Predominant nationalities	Spanish, Chinese, German, French, Italian

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	54
Total number activity managers and staff	760
Total number of management (non-academic) and administrative staff	70
Total number of support staff (e.g. houseparents, matrons, catering)	200

Academic manager qualifications profile at peak at all centres and HO

Profile at peak: collated totals at HO and all centres	
Professional qualifications	Total number of academic managers
Diploma-level ELT/TESOL qualification (TEFLQ)	8
Academic managers without TEFLQ qualification or without 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres inspected; inspectors may ask for rationales for academic managers at other centres)	1
Total	9
Comments	
None.	

Teacher qualifications profile at peak at all centres

Profile at peak: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	40
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	3
Total	45

Comments

None

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All PGL's EFL courses are for students aged from seven to 17. It offers EFL at 11 of its 16 UK activity centres in the summer, and for closed groups at other times of the year. During the inspection week (week commencing 14 August) five of its centres were offering EFL.

2. DATA ON CENTRES VISITED

1. Name of centre	Windmill Hill
2. Name of centre	Marchants Hill
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	96				100	96			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a								
Full-time ELT (15+ hours per week) aged 16–17 years	4	8				3	0			
Full-time ELT (15+ hours per week) aged under 16	64	40				55	93			
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			

Overall total of ELT/ESOL students shown above	68	48				58	93			
Junior programmes: advertised minimum age(s)	7	7				7	7			
Junior programmes: actual minimum age(s)	9	8				10	8			
Junior programmes: advertised maximum age(s)	17	17				17	17			
Junior programmes: actual maximum age(s)	17	15				16	15			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Adult programmes: actual minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	German, French, Chinese, Spanish, Italian, Russian, Kazakh					Italian, Chinese, French, Russian, Israeli				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	6	6				6	5			
Total number of activity managers and staff	120	130				120	130			
Total number of management (non-academic) and administrative staff	34	38				34	38			
Total number of support staff (e.g. houseparents, matrons, catering)	86	92				86	92			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	N/a	N/a			
Total	1	1			

Comments

Neither academic manager (EFL course director) was scheduled to teach during the inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0			
TEFLI qualification	4	4			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for	1	1			

teachers in this category)					
Total	5	5			

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
<i>Arranged by provider/agency</i>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				68	48			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<i>Arranged by student/family/guardian</i>										
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
Overall totals adults/under 18s	0	0				68	48			

Centres	1	2	3	4	5
Overall total adults + under 18s	68	48			

Introduction

PGL Travel (PGL) was founded in 1957 and is now owned by Holidaybreak Ltd, which is part of the Cox & Kings Group, a long-established travel company founded in 1758 with headquarters in India.

PGL operates residential activity centres in the UK and abroad. Its core business is providing short residential activity courses for UK primary schools and uniformed groups, for example scouts, at its 16 UK centres. The centres range in size with capacities of from a few hundred to over a thousand children. Most courses during the year are for a week, part of a week or a weekend, and involve a very wide variety of physical activities on land, in water or in the air. PGL also accepts international groups who may choose on-site activities, off-site excursions or a mixture of both, or just use PGL's residential accommodation. As well as its UK centres, the company has seven centres in France and one in Spain. At three of its French centres it offers short French language and culture taster courses to school groups. It also organises ski and snowboarding holidays in Europe and the USA.

In 2012 PGL started offering general English summer courses at three of its UK centres. That provision, expanded to six centres, was inspected and accredited the following year. Today, 11 of the UK centres offer EFL seasonally to students aged seven to 17 years. Tailor-made courses for closed groups are available throughout the year and usually last a week. In summer and at Easter closed groups continue but there is also open-enrolment at most EFL centres. All EFL students enrol through agents and, although a few travel independently, more than 90 per cent arrive in groups, usually with a 'party leader'. In the summer they typically stay for two weeks, following a course programme of 15 hours of EFL tuition, outdoor adventure activities and a full-day and a half-day excursion per week. The EFL students share the centres, their facilities and activity staff with British and non-EFL international children. British children continue to make up the majority of PGL 'guests' on the summer camp adventure holidays the company provides.

This inspection lasted four days. On the first day the inspectors visited a 'wild card' centre, Windmill Hill in East

Sussex. On the second and third days they visited Marchants Hill near Hindhead in Surrey, which had been inspected in 2013. On the fourth day they visited the PGL head office in Ross-on-Wye in Herefordshire. At the two centres, the inspectors toured the sites and held meetings with members of the centre management teams, including the EFL course directors. They also had meetings with the teachers, groups of students, activity and welfare staff and some party leaders. They observed all the teachers timetabled during the inspection and checked a range of documentation. At the head office, they met the PGL operations director, the EFL course co-ordinator, the product support manager, the recruitment officer, the marketing executive, the international customer service manager, and the head of safety and standards.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure of the company and of each centre is clearly documented and well understood at all levels. Detailed organograms for each centre show the general manager, centre manager, senior management team and lines of responsibility down to different categories of staff. The EFL course directors are managed by the centre operations managers at each site, with the central EFL course co-ordinator providing support.

M3 Job descriptions are up to date and, where appropriate, are reviewed at appraisals.

M4 Communications at all levels are effective, especially at MH, where the EFL course director attends the weekly heads of department meetings. These meetings include the centre senior management team and are minuted with agreed action points. The EFL course director at WH attended these meetings less regularly. At both centres, EFL course directors and teachers have daily meetings, and also work in close proximity to facilitate informal communication.

M5 There are well-developed and comprehensive human resources policies for all staff. These are set and regularly updated at head office, and there is a human resource administration manager at each centre.

M6 The qualifications and experience of all staff are checked at each centre and held in paper files. Scans of original copies of certificates are entered on PGL's central secure database, and references, proof of ID, CVs and DBS numbers are held at head office.

M7 All staff have thorough inductions. New EFL teachers have a one and a half day induction, at the end of which they and their supervisor sign off a teachers' induction workbook. They also receive an 80-page *New Staff Handbook*. However, most of teachers' induction time is spent on general procedures, customer care, safety and safeguarding. Teachers commented that there was a great deal of information for them to absorb and that they would have welcomed a greater focus on the teaching side of their work. Several said that it would be useful for those new to PGL to have an opportunity to observe another teacher at the centre or watch the EFL course co-ordinator teaching the PGL course.

M8 All staff are regularly observed and receive feedback from their line managers. For permanent staff there is a formal appraisal every year. Teachers are regularly observed and other staff have an initial and then periodic reviews with their managers. Before they leave, all staff have an end-of-contract review.

M9 There are excellent systems to ensure the continuing professional development of all staff. A large number are

on structured paid apprenticeships leading to level 2 NVQ qualifications. There are opportunities and encouragement to progress to higher level internal and external qualifications for management positions in the centres. Every year a few activity instructors/group leaders (AIGLs) are selected and sponsored to complete training for an ELT certificate-level qualification.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M13 Staff at the centres have access to the contact details of the participants' agents, who are the designated emergency contact for students travelling in groups. For independent students not part of a group they also hold the contact details of the parents. All students book through agents.

M15 The conditions and procedures under which a student may be asked to leave the course are adequately stated in the code of conduct which forms part of the document *Essential information for international students*. However, the online 'Code of Practice which includes our Code of conduct' mentioned in the PGL Terms and conditions is difficult to locate on the website.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 There are sound procedures for reviewing systems, processes and practices with a view to continuing improvement. Area managers have a quarterly review with centre managers. There is a company-wide EFL annual product review in September, based on end-of-course reports from the EFL course directors at each centre. The EFL co-ordinator receives two-weekly reports from the course directors and visits centres at least twice a year. He also collects informal feedback from the teachers during his visits.

M18 EFL students complete a mid-week paper feedback form covering all aspects of their stay in their first week. Party leaders have a weekly cheese and wine evening where senior managers gather feedback informally, and agents provide feedback from their students at the end of courses.

M19 Feedback from staff is regularly sought and recorded. They have regular appraisals, and end-of-contract reviews and questionnaires. The results are analysed and sent to centre general managers quarterly.

M20 Students are made aware of the company's complaints policy and procedure at their welcome talk. They are told to talk to their party leader or to an AIGL team leader. Independent students are told to talk to an AIGL. However, the complaints policy and procedure is not, as required by this criterion, presented in writing, for instance on classroom noticeboards.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The publicity consists of the PGL English language programme website and an English Language & Culture brochure. Students can book only through agents so publicity is primarily aimed to support them.

M22 Publicity raises realistic expectations about all aspects of the course except the website claim, 'the very best in English language programmes for juniors'. That claim cannot be substantiated, was removed from the website during the course of the inspection, and is therefore no longer a point to be addressed.

M23 The brochure states that courses are taught at four levels but does not specify what the levels are. The same was true of the website but that was corrected during the course of the inspection and is therefore no longer a point to be addressed.

M24 The minimum and maximum ages are given in the brochure but were not on the website. That information was added to the website during the course of the inspection and is therefore no longer a point to be addressed. The number of taught hours per week is given as 15 but that figure is not accurate because there can be 25 minutes of breaks within each daily three-hour teaching session. The maximum class size is given as 12, but with an asterisk leading to a footnote which says that 'class size may increase to 15 during peak times'. This does not specify when peak times are and therefore the maximum class size is not immediately obvious.

M25 The publicity does not give costs because the courses are bookable only through agents. This is made clear on the website.

M28 The brochure states that 'All teachers are CELTA (or equivalent) qualified'. However, two teachers' qualifications did not meet Scheme requirements.

M29 The correct version of the Accreditation Scheme marque is used on the website but an older version is used on the 2018 brochure which had just been printed.

Management summary

The provision meets the section standard and exceeds it in some respects. The management by PGL of its staff and centres is efficient and effective, and operates to the benefit of its students and in accordance with its publicity. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Both WH and MH occupy large sites with ample space and facilities for teaching, physical activities and residential accommodation for students, staff and party leaders. They provide excellent environments for the courses provided.

R2 The premises at both centres visited, including the external areas, were in very good condition. There was evidence of ongoing repair, maintenance, cleaning and improvement of both sites, largely carried out by PGL's own staff.

R4 The facilities for relaxation and the consumption of food are excellent, and entirely appropriate for the age of the course participants and type of course. Both centres visited provided a range of indoor and outdoor spaces for

activities and relaxation, and very well equipped and staffed dining rooms offering a choice of suitable hot and cold food. All meals are included in the cost of the courses.

R6 There are no dedicated staffrooms for teachers at either centre visited but classrooms and other suitable rooms are available for their meetings, storage of resources and relaxation. Teachers can also use their own bedrooms for storage of personal possessions and for lesson preparation.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Although the PGL *Teacher Manual* encourages a 'materials light approach', there is a good provision of learning materials. Students are given a course workbook appropriate to their level, with five days' work per book and a different book for every week. There are also lesson and excursion worksheets, other handouts, and sets of dictionaries. Supplementary exercises for fast finishers are available.

R8 Teachers are provided with prepared lesson plans, which also specify what additional materials may be required. They have access to the PGL virtual learning platform with support materials such as work sheets, video clips, pictures, listening materials and exercises, role play and prompt cards, songs and games. Each teacher is issued with a large plastic toolbox for storing supplies of board pens, scissors, sticky tape and similar stationery items and there are various reference and methodology books available. However, access to printing and copying facilities was not easy or convenient.

R9 Teachers have access to appropriate educational technology in classrooms and elsewhere. All the classrooms have computers linked to projectors and audio. There is good technical support available when needed.

R12 The EFL co-ordinator reviews, adjusts and further develops PGL's teaching and learning resources at the end of each summer.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The facilities and learning resources at PGL's residential centres firmly support and enhance the studies of the students enrolled, and provide a comfortable and suitable environment for students and staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One of the teachers did not have a Level six qualification. A rationale was provided and was accepted within the context of the inspection as it showed evidence of significant post-school professional education.

T2 Two teachers had qualifications that do not meet Scheme requirements. Their TEFL training courses had included more than the required minimum hours of supervised teaching practice and ELT/TESOL input but had not been externally validated by a reputable examination body.

T3 The rationales for both teachers were accepted within the context of this inspection because of their experience of teaching and working with young learners before this employment.

T4 The EFL course co-ordinator leads the academic management team and is employed year round by PGL. Although he has only a TEFLI qualification, he is very experienced as a teacher and academic manager, and the EFL course directors in the team he leads are all TEFLQ. A rationale was provided.

T5 The rationale for the employment of the EFL course co-ordinator was accepted within the context of this inspection. The EFL course directors manage and support the teachers at their centres while the course co-ordinator provides them with training and support and co-ordinates their work.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Students have three hours of lessons every day (including breaks), either in the mornings or afternoons. Teachers are timetabled to teach both morning and afternoon sessions, usually at the same level. Academic directors, at their discretion, can pair teachers to swap for part of the sessions, for instance for a daily project lesson. Classes are formed of up to the maximum of 12 students per class, who are selected according to the priorities: the student's level, their nationality and their age.

T9 Classes are reformed every week to accommodate intakes of new students. These changes are dealt with effectively by the course structure which has a different scheme of work for every week.

T10 After their inductions, teachers are provided with ongoing guidance and support by their centre's TEFLQ EFL course director. They have a daily meeting with the director, and further meetings one-to-one or in small groups to provide specific support. Before they arrive they are sent several documents including the *PGL Teachers Manual* and are given access to the PGL virtual learning platform. However, at one centre there was some evidence to indicate that these good systems and procedures were not always implemented effectively.

T11 EFL course directors carry out 'pop in' observations of new teachers within their first few teaching days. They aim to conduct the first formal observation after about two weeks, and thereafter they observe teachers about once a month. When they arrive, new teachers are given the lesson observation form that course directors use and also guidance notes on what they will look for. Teachers at MH reported that the debriefs after their observations were constructive. Copies of observation reports are sent to the centres' operations managers.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The stated aim of the course design is to develop students' speaking and listening skills and confidence. There is a day-by-day scheme of work for four levels, from elementary to upper intermediate, which includes learning outcomes expressed as 'can-do' statements, and specifies topics, target vocabulary and materials. Teachers are also provided with a lesson plan for each day's unit of work. This specifies the day's learning outcomes, activities and materials, although teachers are free to use their own materials and activities if they prefer.

T13 The EFL course co-ordinator, who has developed the schemes of work and learning materials, reviews and develops them at the end of the summer in response to teacher and student feedback.

T14 A student version of the scheme of work, including intended learning outcomes, is posted in classrooms. Teachers are instructed to explain the aims of each lesson at the beginning of the class and review them at the end.

T15 Students are given a workbook for their level and that week's work. The books are designed to guide and record learning and to be taken home at the end of the course to show to parents. They include space for noting 'new vocabulary I learnt today', spaces for notes and practice exercises, and a list of can-do statements to be ticked

off when the day's learning outcomes have been achieved. Every day's scheme of work includes preparation for a 'project', an individual piece of work which is presented at the end of the week. It requires research using the internet, other students, dictionaries etc. as sources. The workbooks, if used properly, provide an excellent resource for teaching and learning.

T16 There is an emphasis on 'real world' English in the course. After students complete their placement tests they have a 'generic lesson' which explains the purpose of the workbooks and introduces vocabulary relevant to the people, activities, activity equipment and key instructional language the students will meet on site. For excursions, there are excursion worksheets. At MH these were prepared in class before, completed during, and used after the excursions for language extension work. At WH their exploitation was less systematic but, nevertheless, the worksheets there were being used effectively to develop students' language skills outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 In some classes, the effectiveness of teaching is probably hampered by too wide an age range of students. For instance, at MH there were 11- and 17 year-old students in the same class. This range of ages in a class obviously restricts the choice of topics appropriate for discussion, a point confirmed in some of the lessons observed.

However, teachers reported that, given the typical short stay of students, placement testing seemed generally effective. As well as test results, students' group leaders were sometimes consulted for their views.

T18 The student workbooks can-do statements, which the students should tick off every day, provide a record of their progress appropriate for these short summer courses. The self-reflection encouraged in this process is monitored and confirmed by the teacher. Class changes are arranged as necessary.

T19 Examination preparation is not offered.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All

Comments

The five teachers at WH and at MH centres were observed. One teacher at WH was teaching a closed group, the others were teaching mixed classes.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge and awareness of the use of English, and in nearly all cases provided accurate spoken and written models.

T24 Lessons had been thoughtfully planned and their content was generally appropriate to the age and level of the students and to the aims of the course. However, the wide age range in a few classes restricted the choice of topics for discussion. Moreover, although the *Teachers Manual* devotes more than a page to strategies for differentiation, and the materials include some for 'fast finishers', little evidence of differentiation was noted in most of the lesson segments observed.

T25 In some lessons, the content and intended learning outcomes were made clear to the students at the start; in others they were not.

T26 A range of teaching techniques was observed. In the weaker segments, there was too much teacher talk, poor questioning techniques that resulted in just yes/no answers, and less controlled oral practice than would have been beneficial. However, most teachers were skilful at elicitation and at providing stimulus to encourage students to produce language, often using games, role-plays and other group activities.

T27 Classrooms and resources were generally well managed, with good use being made of the workbooks, projected video clips, other images and audio. Instructions were clear and usually well checked. There was effective use of pair and group work. However, with students of this age, teachers could have encouraged more movement in their classrooms and have managed the seating of their students more actively to facilitate genuine communication between neighbours and reduce the temptation to revert to first language.

T28 Teachers were generally encouraging; some rather automatically while others when it was properly deserved. There were also instances of well-measured, patient persistence that enabled individual students to achieve the intended goal. However, in a number of lesson segments, opportunities for helpful correction were missed, particularly in the area of pronunciation.

T29 Although some lesson plans included tangible outcomes, for instance mini-presentations or pieces of writing, in others it was not clear how learning was to be evaluated.

T30 Although in one or two segments the students were not fully involved, perhaps because the language was too difficult or the task not interesting to them, in the majority of lessons the students were fully engaged and actively participating. Most teachers managed learning activities well, conducted them at a good pace and created a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to weak, with the majority of the lesson segments observed being satisfactory. Knowledge of the linguistic systems of English was sound and teachers were able to adapt their language to their students' level. In a few classes the age range of the students restricted the choice available for discussion, and little evidence of differentiation was observed. Some classrooms were rather static. However, a range of appropriate teaching techniques was employed and most teachers managed their classroom resources and activities effectively to create a positive learning atmosphere and ensure their students were engaged.

Teaching and learning summary

The provision meets the section standard. The teachers have appropriate qualifications and are given sufficient support to ensure their teaching meets the needs of their students. The course design is being thoughtfully developed to match the ages of the students, and the length and context of the courses. The programme of learning is managed for the benefit of the students and the teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
Comments					
<p>W1 Excellent provision is made for the safety and security of students at both centres. Both sites are fenced and have a single access road. At WH access is through controlled gates. There is a public footpath through the MH site but steps have been taken to assess and minimise any risks; for example, the accommodation blocks are separately fenced, with locked gates at night. There is CCTV at WH. At both centres staff patrol at night. On their first day students do a 'walk-through' fire evacuation. All staff have first aid training. First aid boxes are available at numerous locations.</p> <p>W2 A team of PGL group leaders (AIGLs) is responsible for the EFL students. These leaders are with their group throughout the day, from early morning when they accompany them to breakfast until after the evening activity. They accompany them to every block of lessons and activities and to the dining hall for their meals; they are also with them on excursions.</p> <p>W3 Most students come with their own leaders (party or tour leaders) who they can turn to for personal problems; members of the PGL group leader team pay special attention to the independent students (known as 'indies').</p> <p>W4 There are clear policies and helpful guidelines for staff. In the welcome talk students are made aware of the need to respect others, and the disciplinary procedures are explained. A 'conduct agreement' is discussed and decided upon by the students in class.</p> <p>W5 An emergency contact number is given to accompanying tour leaders and to individually enrolled students before arrival. On excursions the children wear lanyards with an 'I am lost' message and the emergency number of the centre.</p> <p>W6 Transfers are handled very well. Groups and individual students are met by PGL staff at the point of arrival. PGL uses a specialised company if independent students travel as unaccompanied minors and need to be met before going through airport immigration control.</p> <p>W7 Students are given advice and help as appropriate to the context. Individual students without their own leader are encouraged to hand over their passport, travel documents and money for safe-keeping.</p> <p>W8 Some information is given to agents in advance: for example, a reminder for the children to bring their national or European medical documentation if applicable. However, more information could be given about the students' rights regarding medical and dental treatment through the NHS. PGL relies on its agents to give parents the relevant information.</p>					

Accommodation profile

Comments on the accommodation seen by the inspectors

At both centres students are accommodated in purpose-built wooden buildings. A typical building has seven student rooms and three adult rooms on each floor. At WH the buildings are one storey with rooms giving onto an open veranda or walkway. In MH most buildings are of two storeys with rooms opening onto a balcony walkway above and a veranda below. Rooms contain four to six beds (two or three sets of bunk beds) with storage in drawers below, some coats hooks, and shelf and hanging space in an open-fronted unit. Each bedroom has an adjoining room with toilet and wash basin and one with shower and wash basin. There are single and twin ensuite rooms for staff and tour leaders, usually at either end and in the middle of a run of students' rooms. The buildings used by the EFL students are clustered together on the campus.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Storage space is just adequate. Towels are not provided; this is made clear in pre-arrival information. Bed linen is provided and laundered once a week. A personal laundry service is provided each weekend for continuing students but there is nowhere for students to dry wet clothing during the week.

W10 There are rigorous inspection procedures. PGL has its own service standards but also complies with those of external bodies such as British Activity Providers' Association (BAPA).

W11 The accommodation is checked by members of PGL staff every day.

W12 Rooming is done by centre staff and registers drawn up and updated after any changes.

W13 PGL relies on its agents to pass on relevant information about accommodation to parents and children. Centre staff try to meet requests for friends to be roomed together but they also aim to put children of a similar age together and to mix the nationalities in each room. This is not always easy as the centre staff do not always have information about the ages and gender of students until the last minute.

W14 There is an initial feedback questionnaire with a question about accommodation. Tour leaders pass on any problems to centre staff and independent students have a one-to-one with a PGL group leader when they are asked about their accommodation. There is evidence that problems are dealt with and, where possible, requests are met.

W15 There is a good choice at both centres with vegetables, a salad bar and fruit always available at lunch and dinner. Students with particular dietary requirements are well catered for; at WH an ingenious system using different coloured trays alerts staff to students with allergies. The serving staff are particularly helpful and welcoming.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Accommodation is regularly inspected and cleaned.

W23 All contact staff are first aid trained, some to an advanced level. First aid is available 24 hours per day and there are arrangements with local medical and dental practices. Medical information, for example about medication and allergies, is given about all students in advance. However, only parents of independent students are asked to provide PGL with consent in writing for medical treatment to be administered by a member of PGL staff or qualified medical practitioner.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W29 Responsible person



Comments

W26 Students are given information about the activities they will take part in as part of their programme. At both centres students fill in a worksheet during their excursions. In addition, at MH some preparation for the excursion taking place the following day was observed.

W27 The programme is wide-ranging and includes some unusual activities: for example, 'aeroball', low and high wires, zip wire, raft building, archery, fencing, and 'problem solving'. The children are scheduled to do two types of activities per day in either the morning or afternoon depending on the times of their English lessons. There is also a half-day and full-day excursion each week.

W28 Safety is a priority at PGL. Every activity is risk assessed and conducted only by trained and, as appropriate, specialised staff. PGL is also inspected by, and complies with, the regulations of BAPA and organisations for specific sports such as canoeing.

W29 Before leading an activity staff are trained in-house by specialised and qualified trainers. This training can range from two to three days to several months depending on the activity. For some activities external validation is obtained from an appropriate body. Before PGL group leaders take responsibility for children on an excursion they either visit the location and 'walk-through' the itinerary, with other members of PGL staff; or they act as an observer on an excursion run by experienced staff members.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, information and pastoral care are very well met. The leisure programme is outstanding. The accommodation provided is appropriate for the age and the length of stay of the students; the management of the accommodation works to the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

All students attending PGL courses are aged under 18.

C1 There is an appropriate safeguarding policy which includes a section on safer recruitment; PGL's policies and procedures are compliant with UK government regulations for providers of early years education. There is a central safeguarding senior management team, a designated lead at each centre and safeguarding officers who can deputise in their absence.

C2 Those with specific responsibilities have received advanced or specialised training. At induction all staff receive training in safeguarding and in the organisation's Prevent strategy. Training is regularly updated.

C3 This criterion is just met. The publicity gives an indication of the degree of level and care given to students. PGL works closely with its agents to pass on relevant information to the parents. The organisation does not have any direct contact with parents and does not require a parental consent form for students (the majority) who come in a group. Parents give their consent for the party leaders to take responsibility for the children. Students who come independently of a group are still recruited through an agent; a consent form is required from parents of these students. However, the form is designed for use with UK children and is written in language which is not easily accessible; parts of it are not relevant and it does not mention the fact that children may be unaccompanied for short periods on off-site activities.

C4 Recruitment procedures are extremely rigorous. All members of staff are DBS checked and are required to provide three references, which are followed up before the member of staff can be deployed. In the agent's agreement it states that the agent must 'ensure that all adults accompanying groups are suitable to work with under 18s and have undergone suitability checks in their country of residence'.

C5 Arrangements for the supervision of students during scheduled lessons and activities are of a very high standard. There is a responsible adult with each group of twelve (or fewer) students at all times during the day at the centre and on excursions. The children may do some independent shopping but within a prescribed area and for short periods of time.

C6 Students are closely supervised outside scheduled activities and during meal times. They may not leave the centre grounds.

C7 At both centres the accommodation is purpose built, within a gated area. Rooms can be locked from the inside but can be accessed in case of emergency. A team of four to five PGL staff are on duty throughout the night.

C8 A contact information form is sent to PGL by the agent for any independent students. Most students come with their own party/tour leader(s). The tour leader guide states that he or she must have the 'in-case-of-emergency' number for every member of the group. The centre staff also have the agent's contact details and parents have the contact details of the centres. However, PGL staff are not provided with the contact details of the parents and communication from PGL to the parents, even in an emergency, would have to go through the tour leader or agent.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the safeguarding of students under the age of 18 at all times at the centre during lessons and activities, meal times and free time, when off-site, and in the accommodation. *Care of under 18s* is an area of strength.
